

SPE209 Special Needs in the Early Years

Level: 2

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY REGULAR SEMESTER

Synopsis:

SPE209 Special Needs in the Early Years examines special needs in the early years of child development. Developmental problems pose challenges to early detection, as symptoms can be difficult to discriminate from features of typical development. Early identification of children with developmental delays is thus important. In the Singaporean context, developmental screening is essential to the process of accessing support services of early intervention and early childhood special education.

Topics:

- Early Childhood Education (ECE) Systems, Contexts and Pedagogical Frameworks
- Challenges to Early Detection
- Early intervention and Early Childhood Special Education
- Developmentally Appropriate Practice
- Developmental Screening and Monitoring
- Developing Routine-Based Intervention Plans
- Provision of Early Intervention for Supporting Infants and Toddlers and their Families
- Family Context of Development
- Strategies for Social Interaction in Early Childhood Special Education
- Strategies for Environmental Awareness in Early Childhood Special Education
- Designing Services and Supports for Pre-School Children with Special Educational Needs
- Implementing Services and Supports for Pre-School Children with Special Educational Needs

Textbooks:

SPE209 Study Guide (UDC - SUSS)

ISBN-13: SG-2102

An introduction to young children with special needs. Birth through Age Eight Richard M. Gargiulo,

Jennifer L. Kilgo Sage

ISBN-13: 9781544322056

Learning Outcome:

- Identify factors that influence child development.
- Compare the different ECE systems of pedagogy and their theoretical frameworks.
- Examine the family-centered approach in supporting Special Educational Needs in the early years.
- Create plans for routine-based intervention within the natural environment of children with Special Educational Needs.
- Demonstrate application of strategies that promote social interaction and environmental awareness for children with Special Educational Needs.
- Determine goals for the support of Special Educational Needs based on milestones of skills development in different domains.

Assessment Strategies - Regular Semester (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-CLASS QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	20
	TUTOR-MARKED ASSIGNMENT 2	25
Overall Examinable Components	Written Exam	50
Total		100

*The information listed is subject to review and change.